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# ENG 1002G-012: Composition and Literature

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### EN 1002G Composition and Literature

Instructor: Lucinda Berry [laberry@eiu.edu](mailto:laberry@eiu.edu) Coleman 3836  
Office Hours: 9:30-10:45 & 12:30-1:45 Tuesday & Thursday

#### Course Description

You will practice analysis of poetry, short fiction and drama. To be successful, you must read carefully and think deeply about what you have read. You must write well-reasoned, logically organized essays using sound rhetorical strategies to support an arguable thesis.

#### Course Policies and Grade Determination

Poetry essay = 20 pts. (20/A, 16/B, 14/C, 12/D)  
Fiction essay = 20 pts.  
Drama essay = 20 pts.  
Preparation = 15 pts (15/A, 12/B, 10.5/C, 9/D)  
(Includes homework, group work, in-class writing. Grades will be averaged.)  
Quizzes & exams (Also averaged) = 15 pts.  
Discussion = 10 pts.

100-90 pts. = A, 89-80 pts. = B, 79-70 pts. = C, below 70 pts = NC

Remember, A and B work goes above and beyond average performance.  
C work is competent. D work is deficient in some way.

I will figure your grades only at mid-term and at the end of the course. You are encouraged to keep track of your own grades as you get them.

Requirements for the three major essays will be explained in class. There will be ample time to ask questions, both in class and during my office hours. If you choose not to do so, don't complain later that the assignment wasn't clear.

In general, I will be assessing your writing for:

- sufficient, useful development in support of your thesis, which includes specific references to and quotations from the texts
- clarity of expression
- effective organization and use of transitions
- use of standard conventions for spelling, punctuation and grammar

**Late work will be marked down 10% for each calendar day past the deadline.**

Participation means more than just your physical presence. **Making use of devices such as cell phones and MPG players during class is strictly forbidden. Violations will result in a ten-point deduction to your grade.** Since there are only one hundred points for the class overall, this is a big penalty. If I see your phone, earbuds, a headset - any evidence of electronics -- I'll assume you are violating this policy and deduct the points accordingly. No arguments about your innocence will be taken into consideration.

Homework is due at the beginning of the class period. **Late homework will receive no grade;** two late assignments will receive a check for completion, and

this will not lower your average. If you have more than two checks, the **third and subsequent late assignments will be recorded as zero.**

**Work for this course must be submitted electronically.** Documents in Microsoft Word are preferred, but if you don't have that program you can save in rtf or pdf. The first word in the **name of your document must be your last name.** After your name, put what you want for your records:

EXAMPLES: Smith1-10Hmwk.docx    SmithPoetryEssay.doc    SmithMidterm.docx

Quizzes will be given at the beginning of the class period. You won't get extra time if you're late. **There are no make-ups for the quizzes.** When determining your average, I will throw out the lowest score. Your lowest score for in-class work will also be discarded.

### **Policy on Plagiarism**

Random House Dictionary of the English Language defines plagiarism as "the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's own original work." Plagiarism will result in an F for the course and referral to the Office of Judicial Affairs.

### **Policy on Disabilities**

If you have a documented disability and wish to receive accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

### **Schedule**

**For Poetry Unit** consider how this definition applies to every poem you read:

Poetry expresses a writer's perception of the world and her place in it. Poems consist of sense impressions conveyed in concrete language. The reader's attention to the physical features of this language, such as sound and appearance on the page, is rewarded in addition to the exploration of denotative and connotative meanings. The primary purpose of a poem is to give the reader aesthetic or emotional pleasure, but poetry also adds to the reader's knowledge and experience. Poems are compact, intense and unified in their effect.

Read and complete assignments **prior to the date** on which they are listed. Bring your textbook to class. In class, we will also look at poems that have not been listed on the syllabus. For this section, all page numbers refer to Meyer, Michael. Poetry: An Introduction. 6th Edition. Boston: Bedford/St. Martin's, 2010.

Some materials will be sent to you electronically, please check Panthermail and keep the documents in a folder you create for the class.

Aug 20        Intro to class/"Introduction to Poetry" 40

Aug 22        "Miss Goff" 350, "How I Discovered Poetry" 543-4 "The  
Schoolroom on the Second Floor of the Knitting Mill" 147-8  
*Suggestions for Approaching Poetry* 38-39

DUE: An essay about the four poems assigned thus far! You might start by noting what they have in common and how they differ. Consider the elements discussed Tuesday regarding "Introduction to Poetry"; you should have some terminology to use you're your notes. Consider the questions in the textbook after the poems to get further ideas. Also look at *Questions for Responsive Reading and Writing* 59-60. Conclude with a paragraph explaining why you like one poem best. Send this document electronically, following the instructions outlined on page 2 of this document.

- Aug 27 "I heard a Fly buzz - when I died -" 335, "The Fly's Poem About Emily" 98-9, "Emily Dickinson's Defunct" 284, "Buffalo Bill's" 623  
DUE: Essay explaining the inter-relationship among these poems.
- Aug 29 Dickinson Tests Transcendentalism (electronic handout) "In the Library" 544-5, "Marginalia" 54-6, "A Study of Reading Habits" 33-4
- Sept 3 "I, Too" 407, "Lenox Avenue: Midnight" 415, "Ballad of the Landlord" 417-18 "125th Street" 421, "Dream Boogie" 421-22, "High to Low" 425-6 "Dinner Guest: Me" 426-7  
DUE: Essay examining what Hughes' poems demonstrate about the experience of an African American man during the time period. (This necessitates looking at the dates of publication for each poem.) You don't have to give equal weight to each poem, but do provide some comparison/contrast. Use some direct quotation.
- Sept 5 "Tornados" 239 and continuation of Hughes
- Sept 10 "Dusting" 478, "Ironing Their Clothes" 479-80  
DUE: Essay discussing why the use of domestic imagery is effective in these poems.
- Sept 12 "Neither Out Far nor In Deep" 184, "On 'Neither Out Far nor In Deep'" 393-4, "Home Burial" 372-5, "On Emotional Suffocation in 'Home Burial'" and "On the Symbolic Setting of 'Home Burial'" 395-7
- Sept 17 "In White" 387, "Design" 386  
DUE: Essay discussing specific changes between "In White" and "Design" and the effect these changes produce. Keep in mind that "Design" might be considered Frost's final draft, so he obviously thought this was the better version.
- Sept 19 "Shall I compare thee to a summer's day?" and "My mistress' eyes are nothing like the sun" 248-9 and "Song" 205-6
- DUE: Sept 24, prior to midnight, via Panthermail  
Poetry Essay: Explain how three of the poems assigned (by at least two poets), demonstrate the definition of poetry we stared with.

For Fiction Unit, readings are from Charters, Ann. *The Story and Its Writer*. 8th ed. Boston: Bedford/St. Martin's, 2011. Read headnotes/editorial information as well as the stories themselves.

Make notes on the stories to keep track of the characters and their conflicts. Use Post-it notes to mark sections you find interesting or troubling, and parts I draw your attention to in class.

- Sept 24      "Happy Endings" 53-6  
Be able to explain why Atwood says A has a happy ending.  
Atwood says "what" is the word that relates to plot details in a story. To what elements of fiction would "why" and "how" apply, and what makes these questions more challenging for a writer?
- Sept 26      "Samuel" and editorial material 1721-25 "Barbie-Q" 285-87  
Atwood thinks stories are like fairytales or overheard conversations. How does that apply to these stories? In what way do these stories provide implicit criticism of American society?
- Oct 1        "The Lesson" 82 - 88  
How do Sylvia and Sugar compare with the girls in "Barbie-Q"?  
What is the lesson referred to in the title?  
"Where Are You Going, Where Have You Been?" 988-1000  
How would you characterize Connie? her mother? June?  
How does the title apply to the events of the story?
- Oct 3        "The Brown House" 1411-17  
The topic of the story is serious, but it is humorous in tone. Find some examples of humor in the story.
- Oct 8        "Greasy Lake" 164-71  
Describe the discrepancy between the way these guys see themselves and the way we see them.  
Boyle loves to play with language. Find examples of his metaphors, allusions, and hyperbole.
- Oct 10      "The Lone Ranger and Tonto Fistfight in Heaven" 36-41  
What is the allusion in the title, and why is it suitable for the story? What are some examples of humor in the story?
- Oct 15      "Hills Like White Elephants" 538-42
- Oct 17      "Black Man and White Woman in Dark Green Rowboat" 88-94  
"Good People" 1341-46  
Be able to make specific comparisons among this week's stories.
- Oct 22      Catch up/go over paper topics/discuss exam.
- Oct 24      Fiction exam! Bring your laptop to class.

Drama Unit: Jacobus, Lee. The Bedford Introduction to Drama. 6th ed. Bedford/St. Martins: Boston, 2009.

Oct 29      Oedipus Rex 69-94  
Oct 31      Commentaries on Oedipus Rex 95-107  
  
Nov 5        Death of a Salesman Act I 1065-86  
Nov 7        Death of a Salesman Act II 1086-1106  
  
Nov 12       Commentaries on Death of a Salesman 1109-11, 1124-33  
              1137-39  
Nov 14       Fences Act I 1483-1501  
  
Nov 19       Fences Act II 1501-12  
Nov 21       Commentaries on Fences 1512-43

THANKSGIVING BREAK

Dec 3        Glengarry Glen Ross 1415-37  
Dec 5        Commentary on Glengarry Glen Ross 1437-42